

Civics, Government and Human Rights

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **5 - 6 Weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
Civics, Government and Human Rights	1	5-6 weeks
History Culture and Perspectives	1-2	5-6 weeks
Geography, People and the Environment	2-3	5-6 weeks
Economics, Innovation and Technology	3	5-6 weeks

Unit Overview

During this unit, students will explore how rules and laws affect a community, with special emphasis on the classroom and town communities. They will also identify how and why we elect officials. Students will investigate the ways we participate as citizens in a community, and the reasons we collaborate to solve problems in our school and local community. They will apply this knowledge to the study of Election Day, the Week of Respect, and diverse cultures.

Enduring Understandings

1. Rules help protect people's rights, help resolve conflicts, and promote the common good. The Declaration of Independence and the Constitution outline our basic freedoms and values as a country.
2. Government leaders (mayor and US President) are elected to act on behalf of the people. We are guaranteed the right to vote and the freedom of religion by the Constitution and the Bill of Rights.
3. George Washington led the Revolutionary Army and became the first President of the United States. He helped write the Constitution of the United States.
4. Citizens help each other by respecting individuals' rights and providing aid where needed.

Essential Questions

1. Why do we need rules and laws?
2. How do government leaders help us?
3. How did George Washington contribute to the creation of the United States?
4. How do citizens work to help each other?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and

	national levels.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

Amistad Integration

Use the following texts to integrate the history and contributions of African-Americans and the descendants of the African Diaspora:

Adler, David A.; A Picture Book of Frederick Douglass; 1995

King, Martin Luther; I Have a Dream; 2007

Rappaport, Doreen; Martin's Big Words: The Life of Dr. Martin Luther King, Jr.; 2001

For more resources, see <https://nj.gov/education/amistad/about.htm> .

Holocaust/Genocide Education

Use the following texts to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Gottsfeld, Jeff; The Tree in the Courtyard: Looking Through Anne Frank's Window; 2016

Penfold, Alexandra and Suzanne Kaufman; All Are Welcome; 2018

For more resources, see https://nj.gov/education/holocaust/about_us/mandate.html

Interdisciplinary Connections

The Standards attached indicate interdisciplinary connections.

LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
VPA.1.1.2.C.CS3	Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.
TECH.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

Financial Literacy Integration

See attached standards.

<https://www.scholastic.com/teachers/collections/teaching-content/teaching-about-first-thanksgiving/>

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.

Instructional Strategies & Learning Activities

Content Statements

1. Rules and laws are developed to protect people's rights and the security and welfare of society.
2. Key historical events, documents, and individuals led to the development of our nation.
3. The United States Constitution and Bill of Rights guarantee certain fundamental rights for certain fundamental rights for citizens
4. In a representative democracy, individuals elect representatives to act on the behalf of the people.
5. The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
6. The United States democratic system requires active participation of its citizens.
7. The world is comprised of nations that are similar to and different from the United States.
8. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

Learning Targets

Students will be able to:

- Collaborate to create a set of classroom rules.
- Explain how rules and laws protect our rights.
- Identify the importance of the Declaration of Independence and the US Constitution.
- Describe our fundamental right to vote and freedom of religion.
- Identify Community workers and their role in our school/neighborhood.
- Examine the contributions of George Washington, focusing on his role in the creation of our country.
- Identify the town mayor and United States President.
- Plan and execute a mock election in class (class nickname, class reward, etc.)
- Participate in Week of Respect activities
- Participate in a service project for those in need.

Differentiated Instruction

Possibilities include, but are not limited to:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)

- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- List (T graph) of school and community rules
- Create a word document to tell how to show respect to others.
- Response paper: “Today I met Mayor _____. I learned that _____.”
- Graphic organizer to show reasons for having rules.
- Draw and write to the following prompts:
- “What can children do to keep a neighborhood clean?” and “What are two ways neighbors can help each other?”

Summative Assessment

Summative Assessment: will be completed any time after teaching the History, Culture and Perspectives unit.

See the documents tab on Oncourse or the assessment tab on the teacher drive

for more resources including planning sheets and review sheets.

SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

Benchmark Assessments

Alternate Assessments

Students will be able to:

Plan a trip to a region in the United States using different types of maps to plan along the way (geographic, weather, transportation etc.).

Use special education/ELL/504 accommodations as needed.

Resources & Technology

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Smartboard / projector

Constitution Lesson (Constitution Day – September 17th)

<http://www.k12.com/constitution-day#.VTFMMI7F-So>

Constitution background information for teacher, with a list of fun facts for first graders on page 12 of the document. Click on “Constitution Day Rap” PDF: <http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html>

Constitution Activities by grade level from the Center for Civic Education:

<http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

Various interactive videos about citizenship and government:

www.brainpopjr.com

BOE Approved Texts

Resources used to design this unit: <http://www.teachtci.com/>

Teacher Resources:

[TCI Chapter 1 – How Do We Get Along in School?](#)

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[TCI Chapter 2 – Why Is It Important to Learn from Each Other?](#)

[TCI Chapter 3 -Why Do Schools Have Rules?](#)

[TCI Chapter 4 – Who Works at Your School?](#)

[TCI Chapter 5 - How are We Good Helpers at school?](#)

[TCI Chapter 8 – What Groups Do We Belong To?](#)

TCI Chapter 15 -What Do Good Neighbors Do?

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

<http://www.teachtei.com/standards-correlations.html>

Closure

Possibilities include but are not limited to:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. .
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Kids write notes to peers describing what they learned from them during class discussions.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Possibilities include but are not limited to:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions

- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

Possibilities include but are not limited to:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
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- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
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- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

[Interventions](#)

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text

- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking